

## **Quality Educational Services, Educational Imperative for a Competitive Global Society**

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**Abstract:** In the current context of economic development, human resources are a cornerstone of competition, both nationally and internationally. In the global competition of computerized economy, quality and inventiveness of the human resources are the main factors underlying the essential disparities between states. Starting from Alfred Marshall's statement "the most valuable of all capital is that invested in human beings", the quality of human resources in general and education in particular as the key determinant of economic growth overall. Skilled in the art appreciate that there is a very close relationship between technological progress and investment in education with implications for all areas of life: economic, social, political, cultural. Although the widest spread idea about quality is that it is expensive ultimately, research has shown otherwise. Quality educational services are a desirable social objective and its contribution to improving the efficiency of the economy is crucial. Regarded as a model of corporate culture, total quality management: aims to customer oriented all its activities and processes and to optimize them so that to bring long-term benefits. Educational services customers are both individuals who receive education and their family and society as a whole.

**Keywords:** human resources; quality education; educational services; quality management

### **1. Human Resources - the Key Socio-Economic Development**

People are the main source of any economy on its way to modernization. Human resources educated, healthy, high physical and intellectual potential, capable of lifelong learning and adaptable to economic change are essential for economic growth model based on competitiveness, efficiency and quality.

Starting from the idea that there is "living organizations' managers concluded that human resources are the soul of those organizations (Mathis, Nica & Rusu, 1997).

Economic growth depends directly on labour productivity. Higher capital investment and technological upgrading, although necessary, are not sufficient to achieve these productivity gains.

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It is therefore essential to improve the quality of human resources as a prerequisite and, ultimately, involve an increase and structural optimization of public and private investment in key areas of human development, primarily in education and health.

The quality of human resources is a sum of owned properties and characteristics of a human resources organization. The literature sometimes refers to the quality of “utility”, “usability” or “compliance with” (Ciurea & Dragulanescu, 1995).

Each of these expressions are quality issues that require additional explanation because in this context we refer to the quality of human resources.

Trying to paraphrase the definition attributed to the quality of the American Society for Quality Control (ASQC), we consider the quality of human resources as a systemic and systematic approach to human resources in order to achieve organizational excellence. The dynamic nature of quality human resources resulting from the evolution of the labour market, the emergency of new demands in different market segments.

So, the quality of human resources is non static, strictly limited to a particular request, but reflects a fact - what once was good can not meet today, and more so in the future.

Investing in human capital should be seen as an investment that subsumes investment in education. Investing in human resources includes all expenditure of physical and intellectual growth of the people. Approach to investment in human capital, such investments in physical capital can be based on cost-benefit analysis, cost-effectiveness and timeliness.

Among the factors influencing investment in human capital are: the general state of the economy, the length and stability of the flow of income, income gap, direct and indirect costs, rent of ability, return on investment in human capital, its marginal revenue, and so on

Investing in human potential, seen as key investments in the economy, should be channelled so that she would be consistent with employment policy work at national level. It should be borne in mind that the effective management of human capital investments and sectors zone may lead to a better national economic development.

Changing Perception in the structure of labour resources and their spill over effects on investment in human capital held against the backdrop of restricted activities in some areas. The emergence of unemployment and it affected by certain socio-professional categories have led to rapid changes in the main structure and generating labour demand significant changes in the pattern of investment in human capital.

The most important component of human capital, as we have shown is education and thus education level. To capture efficiency of investment in education should analyze the costs and benefits of the investment process.

Costs relate to funds allocated for the purchase of land and buildings used for education. Private benefits arising from investment in education are clear: increased revenue, reduce the risk of unemployment, thus increasing labour market insertion. Social benefits are reflected in the strengthening of social cohesion, increase productivity and ensure economic growth, reducing costs by preventing social exclusion, etc.

Given that individual investment in man takes place over a long period of time, not only at school but also at work, investment returns and employer responsibility, not only the employee, because the production process is constantly subjected to adapt to new marketing techniques and emerging technologies.

An OECD study shows that participation in an additional year of education increases average growth by up to 5% and further to 2.5% in the long term. “Also, an extra year of schooling increases the individual wage by about 6.5%. The records also showed that the unemployment rate decreases with higher education levels, thereby reducing the social costs involved. In conclusion, we can say that the employment rate increases with educational attainment.

According to a recent study, Romania has the highest percentage of people who drop out of primary school in the region, 23% of the population aged between 18 and 24 years of leaving school, and the lowest percentage of people involved in the lifelong life.

Only 1% of the population aged between 25 and 64 years participated in a training program lasting more than four weeks. Education expenses are the lowest compared to the Central and Eastern Europe. In this context dropout is another problem of the education system, and from this point of view, educating parents can play a central role. Providing access to relevant information and develop programs to orient and parents can provide solutions to reduce and prevent school dropout.

Education should help to solve problems facing contemporary society. For this purpose, it is necessary to improve the internal consistency of educational systems to the company, but also ensure a certain stability and continuity to ensure their long-term effectiveness.

If investments in material resources is done to physical capital formation and development (technical), investments in growth, education and training of human resources, generating what we call human capital.

Specialists, addressing growth and development issues, I agree with the idea that once a certain level of human capital accumulation is reached, it becomes more

productive, positively correlated with growth rates and employment growth within the models.

Gary Becker (1997) shows that investment in human capital is education; training and medical care is reflected in the large increases in labour productivity and therefore an important contribution to increasing GDP. Referring to Japan's outstanding results obtained in the post war period, Salrero Okito, one of the creators of "miracle" Japanese appreciate that one of the reasons for the rapid development of his country was "an abundance of cheap labour, good quality and education, able to cope with sophisticated technologies." In fact, human resources, education and education have been priorities of Japanese society.

It can be said that raising the quality of work contributes to increased employment, productivity and social cohesion.

With a growing reward for skill polarization between those with a high volume and those with a small amount of knowledge affects economic and social cohesion. Access to employer-funded training is often limited to those who already have a highly qualified and some groups are so stuck in the bottom of the labour market.

An important goal is to develop education and training throughout life, so that changes and restructuring of the economy does not produce adverse effects on social cohesion. One of the most important findings of recent research in education is that investment in education and training of people is both a growth factor, especially in the current climate of rapid technological change and a basic tool to support social integration. This was confirmed by analysis of PISA results, which show that countries with the highest average achievement were also the lowest levels of inequality between individuals and schools, in other words, improving quality does not imply restricting opportunities, early retirement.

Education and training highly qualified are considered a tool to reduce the gap between the more developed regions and less developed human resources by providing economic and social development. Choosing the regional or local level of training as one of the six pillars of lifelong learning strategies in Europe and the movement for Learning Cities and Regions shows how important they have become to employment and local and regional development.

The question is: Should solely on education as a public good?

A society stable, democratic, it is said, can not exist if the majority of citizens do not have a minimum level of civic culture. The idea that education should be that of a baby brings benefits not only his parents or himself, but the other members of society. "The education of my child contributes to your welfare by promoting a stable and democratic" (Friedman).

After that a parent pays for his children's education, benefit and other people in society. But it is difficult to identify all beneficiaries and payment should be required. In conclusion, it says further, we are dealing with a neighbourhood effect. Government intervention may be needed, on the one hand, to require every child to receive a minimum level of education, and on the other hand to fund this school if not all afford.

No one disputes that a man who invests in their education can benefit not only himself and his family but also to other people. However there are many other things beneficial to human cooperation or for a company, but does not follow from this that they should be produced and financed by state taxes. In addition, the investment in their training / education can be eventually damped when the individual reaches the labour market. M. Friedman acknowledges this at least for specialized technical education and for higher education.

In the Romanian education system, we find that it is facing structural problems and special education areas facing difficulties in terms of investment in physical infrastructure, qualified teachers, limited access to vocational and continuing training programs rural population.

Keen interest in investing in human capital and education in general and in particular is reflected in the constant concern of the OECD to support economic growth through development programs of educational capital.

International comparative studies reported for OECD countries shows that individually, profit rate of investment in education is higher for university graduates than for high school. At the same time, the probability of unemployment and poverty decreases with increasing education.

At the macro level, investment profit rate in secondary education generally exceed the rate of return on capital employed in the business (manufacturing or trading activities), while the benefits of investing in tertiary education are placed at levels similar to the rate of return on capital invested in trade or production.

If investments in material resources is done to physical capital formation and development (technical), investments in growth, education and training of human resources, generating what we call human capital.

Although there is much talk about the most efficient use of human resources, in reality, is usually not exploited the full potential of staff from one unit. This raises the need for a match between the requirements and standards developed organizational realities on:

- Supporting and developing staff skills organization (professional improve efficiency of staff and promotion procedures, including the system of choice for managers at all levels;

- Awareness and acceptance by staff of the criteria used in assessing performance).

In order to increase the adaptability of workers and enterprises will provide support to ensure, develop and maintain human resources in order to meet the qualification requirements firms employment, essential requirements to ensure competitiveness in the changing economic and technological conditions required for the development of society knowledge.

Adapting the professional skills of its employees to the development needs of businesses will support increased productivity and work quality. These, coupled with improved working conditions will lead to health and safety in the workplace, particularly in sectors and areas of activity with increased risks and will substantially reduce the incidence rate of accidents at work and occupational diseases, and the promotion of active aging (active aging and decreased early retirement).

To continuously improve the knowledge and management skills at all levels will be supported to promote entrepreneurial training.

Implementing entrepreneurial training programs will help to ensure the entrepreneurial creativity, improving managers and entrepreneurs to run their own affairs and to adapt the requirements imposed by competition and technological change.

Because changes in economic and social life to be as fast, it is necessary to the practice of human resource policies to ensure quality personnel. In a world of globalization and internationalization of business, performance can not be achieved without a competent human resource; personal context in which activities related to the promotion acquires new dimensions of Total Quality Management (TQM) in this area of strategic importance to organizations.

Human resources development in education diversification aims of education, continuing education and career opportunities for teachers and other human resources initial education and training system.

Powers provided under these programs will provide education and training, primarily the acquisition and development of skills rewritten European Qualifications Framework.

The actions envisaged under this measure aims at human resources in education from a double perspective of participants in lifelong learning and disseminators of knowledge. This intervention contribute to the stock of human capital in education capable of providing quality education focused on the individual needs of personal and professional development of students, reduce dropout / early school leaving and increasing the attractiveness of learning.

Also, given that the guidance and counselling of human resources in education are underdeveloped, not operational any specific tools for creating and career pathways for this category of human resources actions in this area will be correlated with specific measures to increase the opportunities for career development.

The main actions envisaged are:

- Development of training for teachers and human resources in education (including “on the job training”);
- Development offers initial teacher education and human resources in education (master teachers);
- Development and initial offers continuing education for new professions in education and research;
- Development of service providers and tools;
- Ensuring access to quality services;
- Career opportunities and career development services for human resources in education.

Development and modernization of initial and continuing education offerings are aimed more attractive educational offers, increase the quality and relevance education to the labour market.

## **2. Quality of Educational Services - Imperative of This**

As in all European countries and in Romania, the quality of education has become an area of particular interest given the first national gap with the developed countries and the need to make the final, integrated in the European context.

In this respect they started to promoting policies and procedures to ensure consistent quality of university teaching and learning in order to increase the global competitiveness of European higher education and to facilitate mutual recognition of diplomas and university degrees.

Under the objective pursued any higher education institution is responsible, autonomous, developing a culture of quality, i.e. policies, techniques and practices consistently applied and thoroughly documented to achieve those results / performance that are consistent with targets.

Among institutional standards of quality assurance in universities there are: the existence of specific mechanisms for the approval, monitoring and evaluation of programs of study and diplomas, student assessment based on criteria and procedures consistently applied public, compulsory insurance for teachers sufficient, competent and qualified to manage teaching and learning, learning resources for students to be appropriate and specific to each program of study institutions have systems that prove the quality of data and information.

Quality educational services are a desirable social objective and its contribution to the overall efficiency of the economy is decisive.

Although the widest spread idea about quality is that it is expensive ultimately Studies have shown that this concept is false.

Quality assurance in education involves developing benchmarks, standards and performance indicators in the national education system on the following aspects:

- a) The quality of the national education system;
- b) Quality of service providers, representatives of schools and institutions education;
- c) The quality of training and education of students is demonstrated learning outcomes based on the methodology of curriculum development, methods of teaching and learning, assessment and certification examination.

There are concerns about academic quality assurance and extra-European and global space. For example, UNESCO and OECD, noting the development of education without borders (cross-border or borderless education) are committed towards the development and adoption of "Guidelines" (guidelines) regarding the quality of service of institutions. The problem is subject to the rigors of not only the quality of national institutions, but also on the border.

Motivational factors that determine higher education to be concerned with the issue of quality include:

- Orientation to performance and market competitiveness of universities and graduates of educational services in market labour resources;
- Expansion of spending on educational processes and research and development;
- European market recognition of qualifications (degrees and diplomas) by institutions in the country;
- Developing an institutional culture of quality, total involvement of staff in achieving performance;
- Increase accountability for the quality of academic benefits.

To provide a common reference set of universities and to facilitate inter-university comparison on institutional management and external quality assessment were proposed by the Law:

- i) Reference standard;
- ii) Indications of application domains;
- iii) The need of performance indicators.



Reference standards define the basic rules and the quality assessment of any institution. Of these, the most relevant are:

- a) Institutional capacity, which refers to the internal organization and facilities available which are designed such that the university's mission and objectives that it has set. Are envisaged institutional policies and ways to apply them to achieve the proposed performance?
- b) Educational effectiveness, which refers to internal and external resources that the University mobilizes to achieve the desired performance. The main reference is the teaching processes whose effectiveness is measured by reference to the performance of student learning;
- c) Quality management consists of mechanisms that the University works to manage quality;

The first standard relates to matters of organization and management full university, the second refers to the inputs or resources necessary for teaching and learning, especially in the operation of teaching, learning and examination, while the third standard is meant to reveal how managing quality through the structures and practices. In other words, the first standard is intended to cover the extent that an organization that claims to be universal, has the organization and management of the corresponding current university model, the second standard relates to how certain inputs are activated and processes that are underway to achieve learning performance, and finally the third standard is centred on structures and mechanisms to ensure quality management.

Thus formulated, the standards are very general. The alternative is to formulate standards more precise and detailed, as was done for example in accreditation policy from us: how many full-time teachers base and the title of professor and lecturer, how many books in the library, how much area allocated teaching-learning spaces etc.

The consequence of this approach is that I get to accredit universities comply with the requirements of the inputs, without relevant information and features that relate to the actual quality of teaching and learning.

Accredited university on the basis of information about buildings, equipment and impersonal figures, just evading the processes that give rise to certain performance animates. We focus on several important requirements, but totally insufficient to assess the quality culture that realizes the university institution.

### **3. Management Culture and Quality of University Education**

Higher education is one that creates specialists who will lead in the near future Romanian society and economy into the European Union. Achieving a quality-oriented behaviour is a major constraint on Romania's European integration process while being "vital to achieving a prosperous economy" (M.Juran).

A major importance in this regard is the educational component, not only in terms of quality performance but need integration itself as national culture. The mentality of the individual must assimilate the belief that there can be no wealth without responsibility and quality work.

Based on this mission, it is obvious that the overall activity of the university should be oriented towards increasing the competitiveness of the institution both nationally and internationally through: quality of provision and outcomes of the activity, good management, adequate financial policy of rational use of resources and to attract new resources to strengthen the international dimension of activity, encouraging a responsible attitude of the staff.

In addition to performance orientation and competitiveness, which are general requirements, the need to introduce quality management in higher education is driven by concrete and immediate needs such as:

- Society's requirement and efficient use of public resources and extra transparent allocation of higher education;
- Creating and developing a quality culture in the university, both in terms of its staff and among students;
- Ensuring efficient preparation of graduates to meet the challenges of the current market economy and future of Romania;
- Alignment with the standards and practices of European higher education institutions in the field of quality management, condition for strengthening the international dimension of the university;
- Increased confidence Romanian society that will meet the needs and expectations of its performance on explicit and implicit higher education institutions;
- Increase the confidence of the international community in Romanian higher education capacity to provide an efficient activity;
- Identify weak links and prevent nonconformities that may arise in academic performance;
- Streamline activities in all key areas of competence, organization and operation of a specific university;
- Continuous improvement of academic performance.

Quality management in higher education, as special concept was introduced by the Ministry of Education in Romania in 2003.

There are two variants, widely known approach to MCT: American approach, seen as a control “horizontal” performed by specialists, and Japanese approach that one size “vertical” involving all staff. The international consensus established by standard ISO8402, TQM is a management approach of an organization centred on quality, based on the participation of all its members.

Its aim is to ensure long-term success through customer satisfaction and obtaining benefits for everyone in the organization, and for society in general.

ISO8402 MCT specifies that if the concept of quality refers to the fulfilment of management objectives, not only the quality objectives. MCT added to the concept of quality management a comprehensive management strategy in the long term, as the idea of the contribution of all staff to benefit the organization, personal benefit, customers, society as a whole.

The management companies were established five subsystems, called key quality control points. These are: Q1 = systems supplier, Q2 = inputs (requirements for quality, quantity, cost, time), Q3 = the transformation, Q4 = output (product verification), Q5 = recipient systems. In the same way we can distinguish the key subsystems in quality control even for university management total (global) (MUT) specifying the qualitative, and quantitative (financial).

To achieve this will require quality leadership and strategic management in each HEI. Similarly, actor’s academic community should be actively involved in the change process, including students and other external partners who have a relevant word to say about societal demands and trends. Only thus can we create a quality academic environment oriented to face the new challenges of competitiveness and social. Quality culture, as a matter of domestic institutional quality is regarded as a priority for development of higher education institutions as well as that of the realization of the European Higher Education Area. This concept has grown considerably in the attention of actors involved in the processes of quality assurance and joint projects with the European Commission the European University Association. An example in this respect is the “Quality Culture Project” which was designed to help European universities to introduce and strengthen internal quality culture that to regard as a proper good of the institution and the academic community concerned.

The project was launched in 2002 and has the following objectives:

- Raising awareness of the need to develop an internal quality culture in universities;
- Ensuring extensive dissemination of good practices in the field;

- Promoting the introduction of internal quality management to improve quality levels;
- Supporting universities in identifying the most appropriate quality assurance procedures in a constructive way;
- Contribution to the Bologna process by increasing the attractiveness of European universities.

In this project included 40 European universities, grouped into 6 networks.

Each network of universities received EUR 60,000 for the activities inherent project. The first action was to obtain networks SWOT analysis and an action plan for improving the quality of every university project.

Success factors identified in the end of the study were: the importance of strategic coordination and leadership (versus management) for the existence of an effective quality culture, the importance of strategic thinking and university autonomy as an important factor of internal quality culture.

Also, the European University Association study findings were that:

- 82% of domestic institutions monitor the quality of teaching;
- 53% of institutions monitor internal quality research;
- 48% of institutions wanting to develop quality assurance in the European mutual recognition and transparency.

Ways to improve this situation, the filmmakers finally proposed studies were:

- Involving the entire academic community - including students and administrative staff, most often forgotten in the process of reflection on the mission and goals of the institution;
- Develop a communication strategy that combines both channels of communication from top to bottom and on the top-down, written documents and formal and informal meetings;
- Identifying and empowering “champion quality culture” that contributes to developing and implementing a quality culture;
- Creating teams within the institution to ensure mixing of ideas and their dissemination among the academic community;
- Addressing issues that give concern by developing a coherent organizational academic staff;
- Support an internal culture of quality through adequate human and financial resources.

The main factors identified with an essential role in shaping the quality culture have were: Rector, “quality champions” financial resource managers, human resource managers, students, external actors institution.

The project was then resumed in round II - 2004, and III - in 2005, the latest aimed at introducing and strengthening internal quality culture in higher education institutions, while allowing them to systematically monitor their activities and strengthen their ability to adapt to a rapidly changing environment.

Regarding student involvement as essential actors in developing an internal culture of quality in academia, in the quality assurance manual for students, cited above, are a number of important issues regarding student contribution to this endeavour. First, it must be reported to the relationship between the institution, staff and students. Student perspective on quality culture is quite unclear and need more work on it in European higher education institutions.

There are many quality assurance agencies worldwide. Currently, between them and the procedures used by them can see some uniformity and harmonization. Indeed, in many countries, regions and cultures develop their own styles in terms of academic quality assurance. Some agencies are run by the state; others are independent or many other intermediates. While there is some convergence at the level of a comprehensive model of quality, there is still a large divergent methodologies, protocols, techniques and evaluation results. The consequences can be multiple assessments so all functions of quality assurance and the accreditation will vary to some degree.

Opportunities and benefits of higher education institutions in global label quality would be that institutions or programs evaluated or accredited by these agencies have a globally recognized as safe and that deserves the trust of society. They involve issues such as student mobility; however, transferable study credits recognition and equivalence of diplomas.

In the process of quality assurance in education, universities should include the following principles:

1. With globalization, getting a competitive edge requires a high quality of higher education.
2. A high level of quality requires increased capacity for innovation and continuous improvement of educational processes.
3. Based on university autonomy, the university is one of the main agents of their quality assurance activities.

April. Quality assurance and quality management is an integral part of the functions of the university.

To meet the demand for educational services, higher education institutions must have a clear vision of the future and anticipate changes that may occur either education or the labour market, keeping in touch with upstream and downstream partners.

#### **4. Shortcomings in the Management of Educational Institutions**

The difficulties facing schools today on quality management issues are the lack of strategies and quality management policy at institutional and piecemeal approach at the expense of quality assurance systemic approach, insufficient information and training for staff at all levels in universities quality management and quality systems, addressing the question of the principles of identifying and correcting nonconformities them instead of preventing problems, insufficient focus on the needs of clients and partners and focus on internal opportunities, resistance to change and complexity to promote change the mentality, attitudes, behaviour.

In the management of educational institutions, deficiencies lie in:

- Orientation toward resolving and mitigating quality issues as they occur and not on continuously enhancing the quality of processes and activities that generate these problems;
- Duality of organizational structures in education and the tendency of self-isolation of staff and functional subdivisions;
- Imperfect processes of analysis and measuring quality management institution
- Solving cases as a common quality model “delayed modernization”.

In search of solutions for modernization of higher education institutions show interest in learning to quality management models.

The basic idea is that our superior quality management education have improved dramatically since the external pressures of the planned “European Area of Higher Education” and domestic needs of the economy and national culture are becoming stronger.

The main customer of the school is ultimately society. The student thus has a double quality: active participant in their education and university customer and value added represents the actual contribution of school education beyond the input factors (students, resources, economic and social environment).

Quality is a consequence and not a prerequisite for employment. However, where there is a constant reference to any business and more so the university prestige erosion risk and loss of land in a market increasingly competitive European higher education is becoming more prominent. Who would like at least some of the Romanian universities appear on sites inside the European or global classifier systems based on academic quality and prestige?

Quality at this level should be assessed against the learning outcomes and training and not just by considering indicators of “input” (educational facilities, teaching staff etc.) and should focus on the process of obtaining the desired results.

Total quality approach is becoming increasingly popular in Romania. A century old claim XIV clear that concern for quality is not recent: "If our factories will know and be able to achieve a high quality of our products then strangers will find it advantageous to buy in France their money will flow to the kingdom." (Colbert, 1664). As the advertising principle of continuous improvement and improved quality of vision over 4 major approaches to current form: quality control, quality control, quality assurance and total quality management. The current concept of total quality means "a policy that the organization tends to permanent mobilization of all its members, improves the quality of products or services it produces and the quality of the operation and its objectives in relation to the environment." So, the quality is requested by the client (individual or company - where education) and its toll and customer relationship provider (the person receiving the training it provides educational services sic).

On customer orientation, leadership, employee involvement, continuous improvement, are the last words in organizations, and propose overall quality.

In Japan, experts consider that there are at least two reasons why quality management plays an important role in the current business: allow companies to better respond to demands expressed by consumers. As the production, distribution and communication have expanded and developed in the world economy has become increasingly easier for consumers to buy what they want, whenever and wherever they want. Low quality products are disappearing from the market gradually. If businesses want to move, they need to adopt a new attitude towards quality management. Companies should investigate carefully and identify customer needs and to use the information obtained to develop products and / or services with quality ever higher, more effective business management. Companies that focus on quality are better. Ideas are more easily generated, creativity flourishes and improves productivity. (Kume, 1996)

## **5. Conclusions**

Quality assurance and quality management in education and initial training are areas that require priority intervention development and implementation of systems and procedures for the assessment, management and quality assurance activities for the initial and continuing education and training of managerial activities the education providers.

It is envisaged mainly bidders institutions and education and training in the formal education system. The main actions envisaged are: creation and development of management systems and quality assurance in education and training, development of training programs in the field of educational management and quality management, the development of mechanisms for monitoring labour market

insertion of graduates to adjustment of the educational offer in line with developments in the labour market, creating and developing quality assurance mechanisms and management education in non-formal and informal learning contexts.

The quality of education in Romanian schools aimed finality anchored in the European context paving the way to opportunities offered by the European knowledge society. Pupils, students and teachers need to realize the need for appropriate studies can be effectively used across Europe.

Assuming that quality education requires continuous improvement of performance and given the pace of social change schools should aim to further development of human resources.

Thus, the future competitiveness and excellence in higher education must be balanced with social cohesion and freedom of access and actions united European higher education - which includes more than half of Europe's population - could lead to improving the lives of all continents.

Weaknesses in management education institutions arising from its orientation towards solving quality problems and mitigation as they occur and not continuously enhance the quality of processes and activities that generate these problems, the duality of organizational structures in education and the tendency of self-isolation and staff functional subdivisions, the imperfect process of analyzing and measuring the quality of management of the institution and solving cases as a common quality model "delayed modernization".

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